Ready For College 2007: A Report On New Mexico High School Graduates Who Take Remedial Classes In New Mexico Colleges And Universities

Dr. Peter Winograd, Director,
Office of Education Accountability,
Department of Finance and Administration
Dr. Reed Dasenbrock, Secretary, Higher Education Department
Dr. Veronica C. García, Secretary, Public Education Department

Presented To The Legislative Educational Study Committee
Representative Rick Miera, Chair
Santa Fe, New Mexico
June 29, 2007

Key Contributors To The Ready For College 2007 Study

- William Flores, Higher Education Department
- Paul Landrum, Higher Education Department
- Virginia Padilla, Santa Fe Community College
- Elizabeth R. Gutierrez, Higher Education Department
- Catherine Cross Maple, Public Education Department
- Beata Thorstensen, Office of Education Accountability

- Wanda Trujillo, Office of Education Accountability
- Scott Hughes, Office of Education Accountability
- Kristina Eckhart, Office of Education Accountability
- Danny Earp, New Mexico Independent Community Colleges
- Ty Trujillo, New Mexico Association of Community Colleges
- Tanya Garcia, Higher Education Department

Overview

- New Mexico's Efforts To Ensure That Students Graduate From High School Ready For College
- Summary Of Results
- The 2007 Study
- The Results
 - Remediation
 - Ninth-Grade Pipeline
 - NM Standards-Based Assessment and Readiness For College
- Conclusions
- Appendices
 - Baseline & Trend Data For New Mexico's Public High Schools

Summary Of Results

- In the fall semester of 2006, slightly less than half (49.3%) of New Mexico public high school graduates took college remedial courses in numeracy and/or literacy. This is a slight decrease in the percentages of high school graduates who took remedial courses in the previous four years.
- Trend analyses for the seven years of data included in this study reveal that:
 - The percent of Native American students who take remedial courses has increased from 67% in 2000 to 71% in 2006.
 - The percent of Hispanic students who take remedial courses has increased from 55% in 2000 to 58% in 2006.
 - The percent of White students who take remedial courses has decreased from 36% in 2000 to 33% in 2006.
 - The percent of Black students who take remedial courses has increased from 53% in 2000 to 54% in 2006.
 - The percent of Asian students who take remedial courses has increased from 30% in 2000 to 43% in 2006.
- New Mexico's public high schools ranged from 85.8% to 17.9% in the average percentage of their graduates who needed remediation.

New Mexico Focuses on Remediation Rates & High School Readiness for College and Careers

2003 - Governor Richardson, the Legislature, and the citizens of New Mexico committed themselves to improving the entire education system from preschool to public school to higher education.

2006 – First annual *Ready for College* Report by the Office of Education Accountability, Higher Education Department and Public Education Department. Study of the number of New Mexico's high school graduates who needed remediation in reading or math when they entered college.

2006 Findings - 49% of high school graduates took one or more remedial courses when they enrolled in a New Mexico college or university. The data in the 2006 study reflect the fall semesters of 2000, 2001, 2002, 2003, and 2004.

2007 – Second annual *Ready for College* Report continues the focus on student readiness for college by examining the data from the fall semesters of 2005 and 2006. These data, along with those from 2000 to 2004 provide baseline based on 63,832 students from which to measure the state's efforts to ensure that students graduate from high school ready for college.

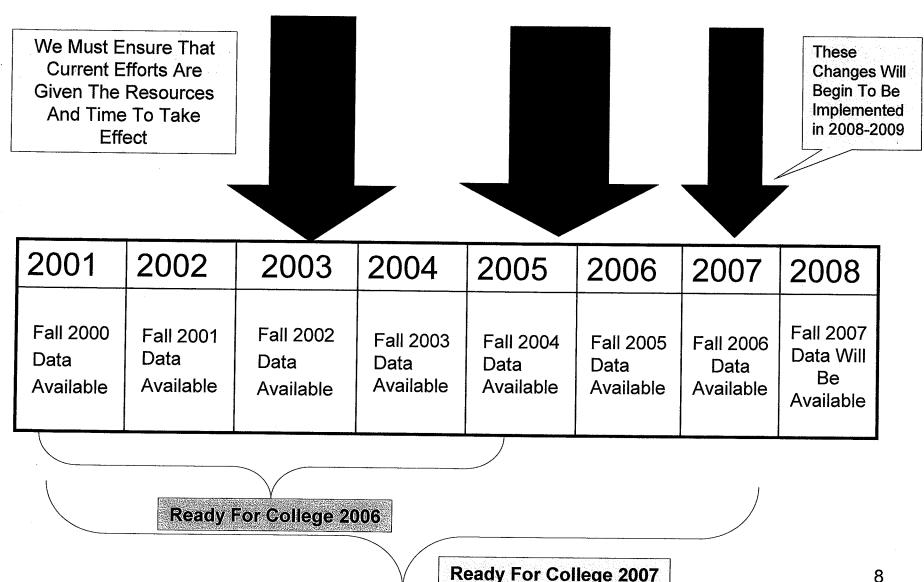
2006 and 2007 Alignment & High School Redesign Policy Initiatives

- Governor Richardson's High School Redesign Education Initiative
- LESC's Work Group on College-Workplace Readiness and High School Redesign
- HED & PED Alignment Taskforce to align high school competencies with college placement requirements
- Achieve, Inc., American Diploma Project
- HED, PED & CYFD Student Data Sharing Task Force (HM 42, 2006 NM Legislature)
- New Mexico Gaining Early Awareness And Readiness For Undergraduate Programs (GEAR UP)

2006 and 2007 Alignment & High School Redesign Policy Initiatives (continued)

- Achieving The Dream project at 6 NM community colleges
- Achieve, Inc. Alignment Institute
- The New Mexico Business Roundtable, Sandia National Labs, and the Public Education Department's Collaborative Effort To Redesign New Mexico's High Schools
- New Mexico First Town Hall "Today's Students, Tomorrow's Workforce: A Town Hall on Higher Education"
- Key Legislation Passed By The 2007 Legislature And Signed By The Governor:
 - High School Redesign (SB 561)
 - High School Reforms (SB 211)
 - Dual High School & Postsecondary Credits (SB 943)

The Data In These Studies Provide A Baseline Of Where We Have Been And Way Of Measuring The Effectiveness Of Future Efforts



The Data Set Includes Information From The Following Institutions of Higher Education

- Central New Mexico Community College
- Central New Mexico Community College – UNM Site
- Clovis Community College
- Eastern New Mexico University Main Campus
- Eastern New Mexico University Roswell
- Eastern New Mexico University Ruidoso
- Luna Community College
- Mesalands Community College
- New Mexico Junior College
- New Mexico Institute of Mining and Technology
- New Mexico Highlands University
- New Mexico Military Institute
- New Mexico State University Main Campus

- New Mexico State University Alamogordo
- New Mexico State University Carlsbad
- New Mexico State University Doña Ana
- New Mexico State University Grants
- Northern New Mexico College
- San Juan College
- Santa Fe Community College
- University of New Mexico Main Campus
- University of New Mexico Gallup
- University of New Mexico Los Alamos
- University of New Mexico Taos
- University of New Mexico Valencia
- Western New Mexico University

The 2008 Data Set Will Include Information from New Mexico Tribal Colleges:

- Navajo Technical College (Crownpoint Institute of Technology)
- Diné College
- Institute of American Indian Arts
- Southwestern Indian Polytechnic Institute

Memoranda of Agreement (MOA's) to share student data were signed on February 15, 2007 between NMHED and each New Mexico tribal college.

Limitations Of The 2007 Study

- The study reports on approximately 45% of New Mexico high school graduates who attend New Mexico colleges and universities.
- This report does not provide information on what happens to college students who take remedial courses. The OEA, HED, and PED are planning to conduct these kinds of analyses.

The 2007 Study Continues To Focus On Key Questions Raised During The 2006 Study

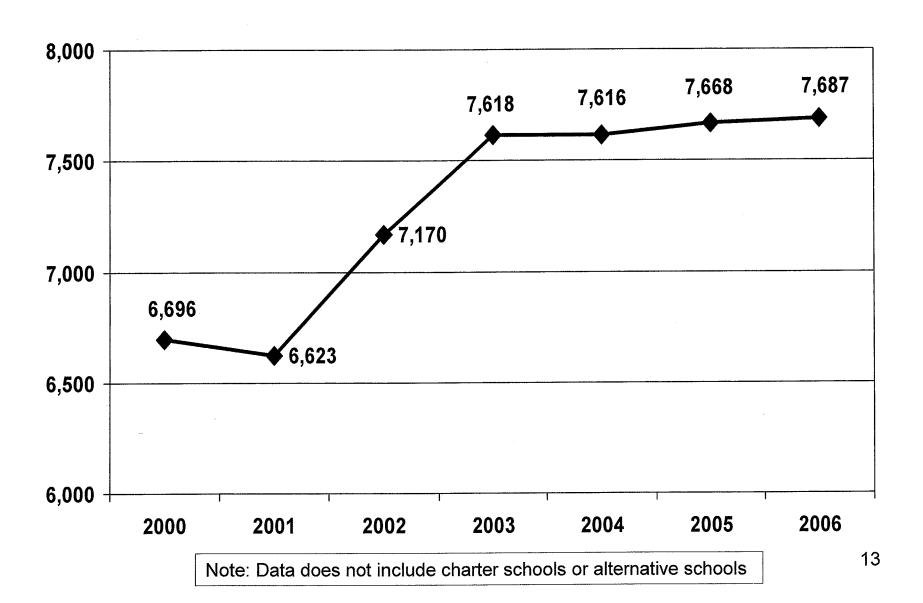
Questions Addressed In This Study

- How many students take remedial courses?
- What kinds of remedial courses do they take?
- What is the relationship between high school curriculum and the need for remedial course work?
- What are we learning about the placement tests that colleges use to place students in remedial classes?

Questions That Still Need To Be Addressed

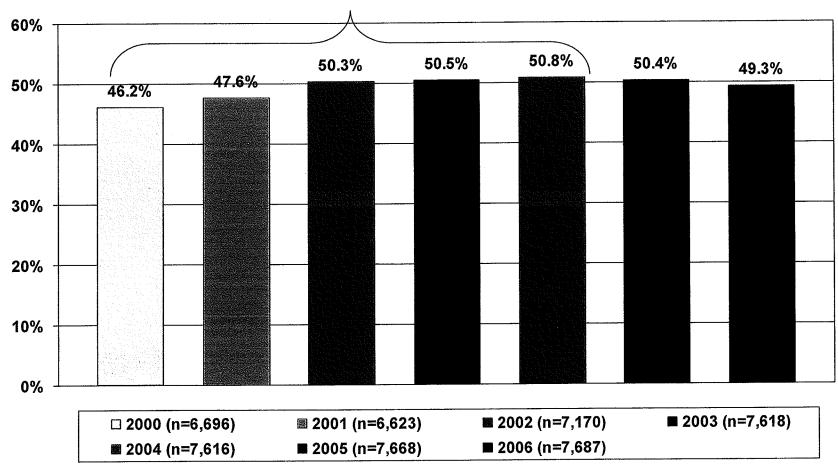
- Are the high school courses aligned with New Mexico curriculum standards?
- What are the qualifications of high school teachers who teach these students?
- Can gaps in student learning be identified and addressed through corrective action in curriculum design and teacher training?
- How do colleges define remedial courses?
- What happens to college students who take remedial classes? Do they graduate at the same rate as other students? How long does it take them compared to other students?
- What do colleges need to do to improve the success of students in higher education?
- Will the number of college freshman taking remedial courses decline as HED and PED strengthen their alignment and new legislation and policies are implemented?

Numbers Of New Mexico Public High School Graduates Included In The Study: 2000 - 2006

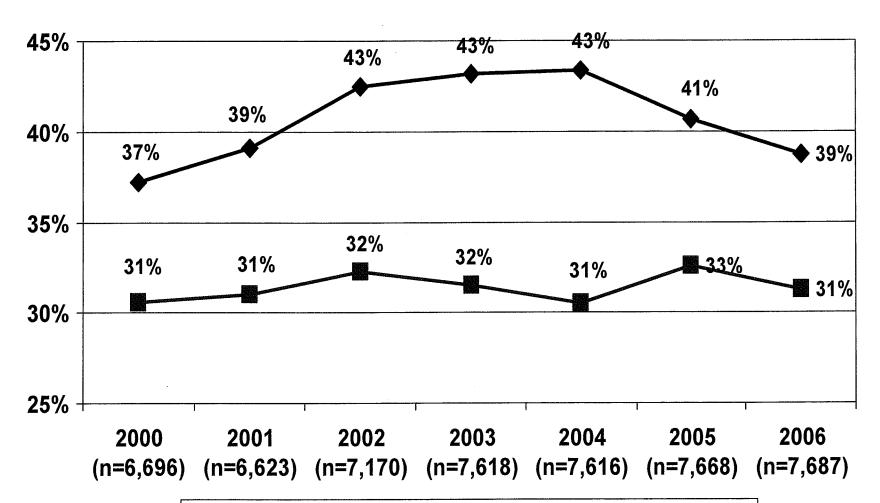


Percent of New Mexico Public High School Graduates Who Took Remedial Classes In Math And/Or Reading In New Mexico Colleges 2000-2006





Percentages Of New Mexico Public High School Graduates Who Took Remedial Classes In Just Math OR In Just Reading 2000 - 2006

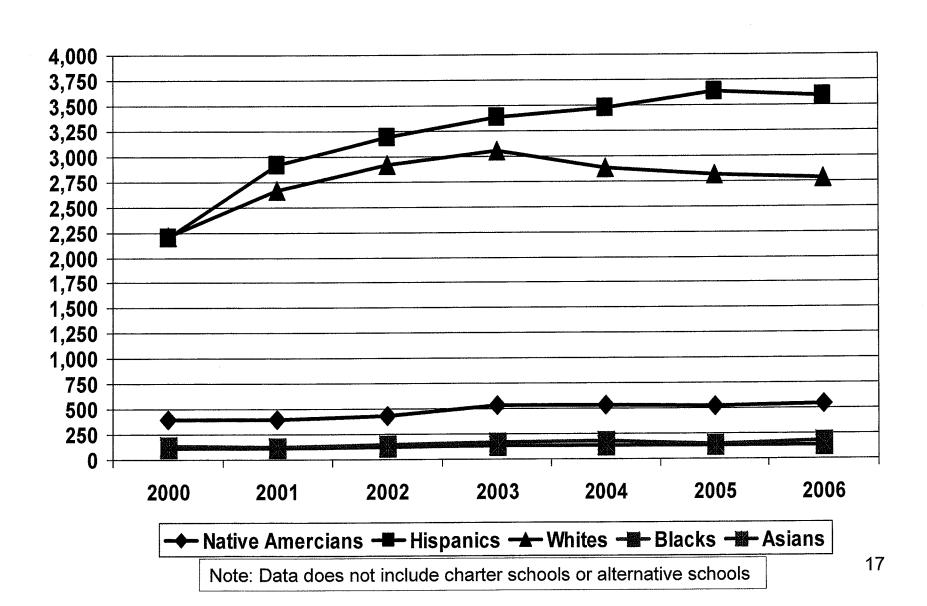


→ Numeracy & Computation — Literacy & Communication

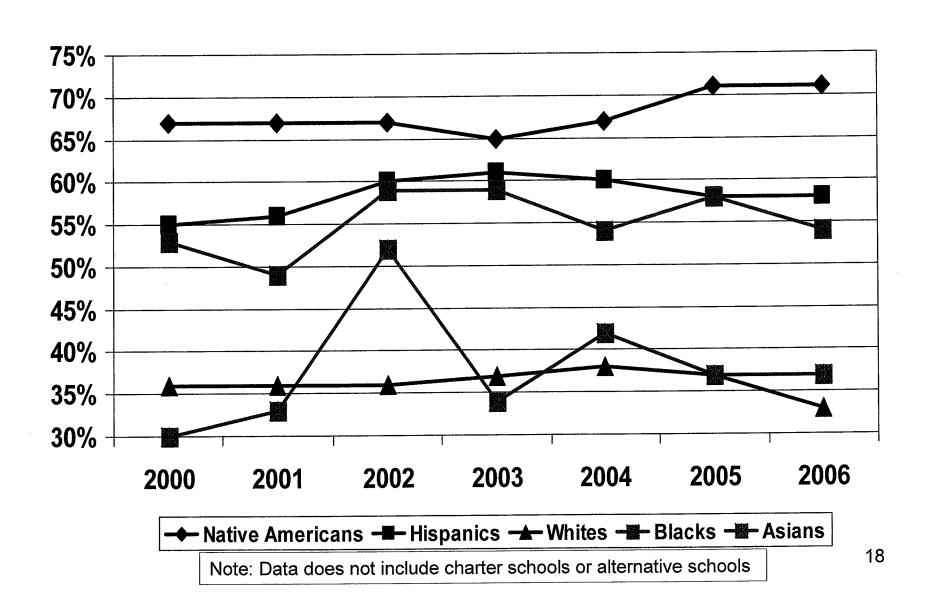
Percentages Of New Mexico Public High School Graduates Who Took Remedial Classes By Ethnicity, 2000 – 2006 (n=number of students included in study)

	2000	2001	2002	2003	2004	2005	2006
Native	(n=394)	(n=395)	(n=438)	(n=539)	(n=540)	(n=526)	(n=544)
American	67%	67%	67%	65%	67%	71%	71%
Hispanics	(n=2,197)	(n=2,928)	(n=3,201)	(n=3,397)	(n=3,488)	(n=3,640)	(n=3,589)
	55%	56%	60%	61%	60%	58%	58%
Whites	(n=2,206)	(n=2,670)	(n=2,923)	(n=3,061)	(n=2,897)	(n=2,820)	(n=2,785)
	36%	36%	36%	37%	38%	37%	33%
Blacks	(n=139)	(n=123)	(n=149)	(n=168)	(n=181)	(n=153)	(n=180)
	53%	49%	59%	59%	54%	58%	54%
Asians	(n=117)	(n=118)	(n=121)	(n=140)	(n=140)	(n=142)	(n=137)
	30%	33%	52%	34%	42%	37%	43%

Numbers Of New Mexico Public High School Graduates Included In The Study By Ethnicity, 2000 - 2006



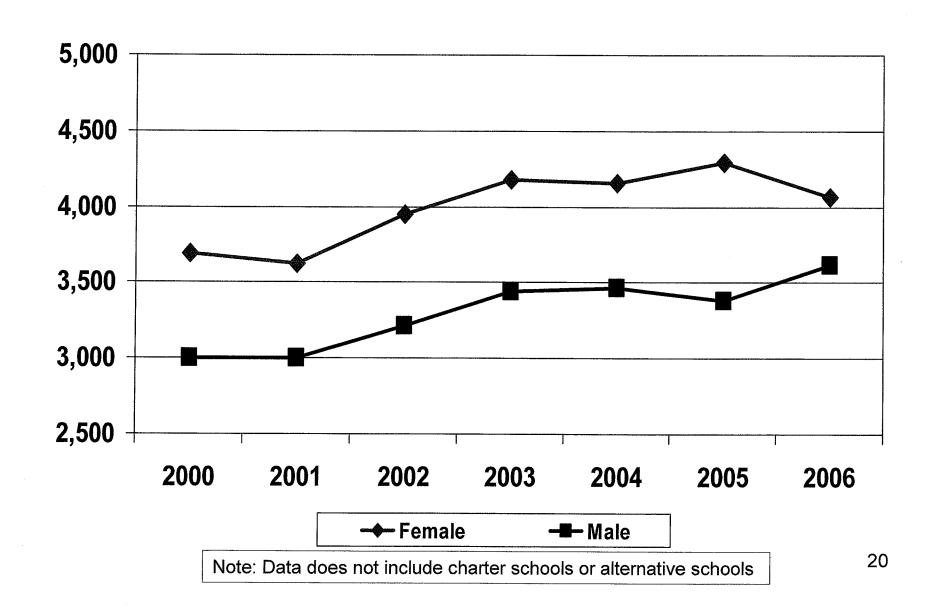
Percentages Of New Mexico Public High School Graduates Who Took Remedial Classes By Ethnicity, 2000 - 2006



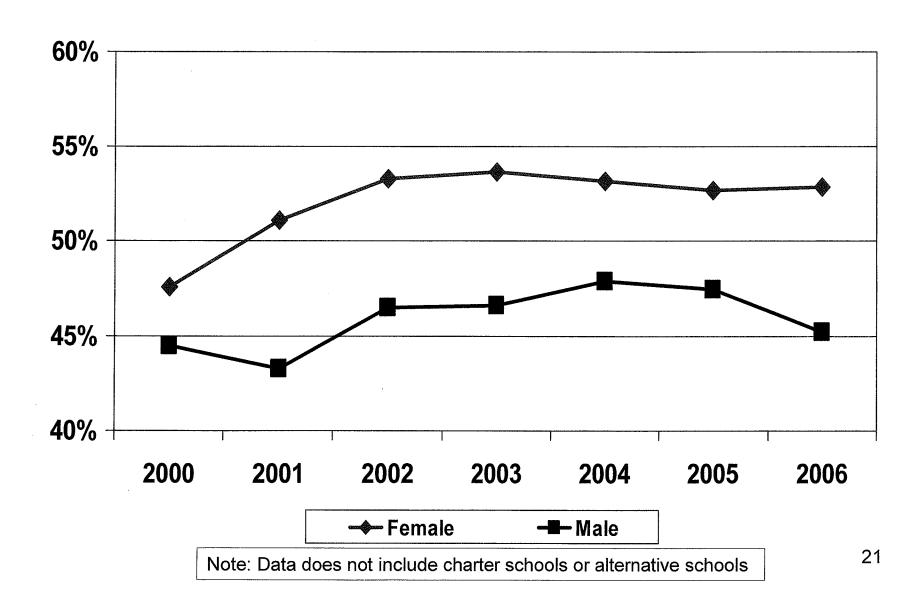
Percentages Of New Mexico Public High School Graduates Who Took Remedial Classes By Gender, 2000 - 2006

	2000	2001	2002	2003	2004	2005	2006
Female	(n=3,691)	(n=3,622)	(n=3,953)	(n=4,178)	(n=4,153)	(n=4,290)	(n=4,069)
	48%	51%	53%	54%	53%	53%	53%
Male	(n=3,005)	(n=3,001)	(n=3,217)	(n=3,440)	(n=3,463)	(n=3,378)	(n=3,618)
	45%	43%	47%	47%	48%	48%	45%

Numbers Of New Mexico Public High School Graduates Included In The Study By Gender, 2000 - 2006



Percentages Of New Mexico Public High School Graduates Who Took Remedial Classes By Gender, 2000 - 2006

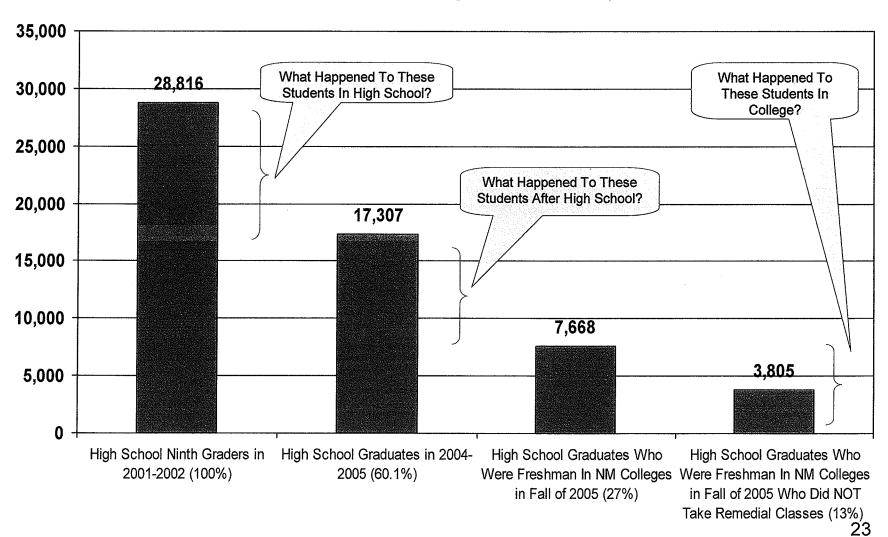


So Far, We Have Examined How Many Public High School Graduates Are Ready For College In Their Freshman Year.

What Happens If We Extend Our
View Of The Pipeline And
Examine How Many Ninth Graders Who
Enter High School Are Ready For College 5
Years Later?

How Many Students Who Enter Public High School As Ninth-Graders End Up Five Years Later Ready For College?

(Numbers of students who entered high school in 2001-2002 and entered college in fall of 2005)



What Does The Analysis Of Ninth Graders Who Are Ready For College Five Years Later Tell Us?

- Approximately 13% of the students who enter ninth-grade will be ready for college classes five years later.
- The Ready For College studies report on approximately 27% of the number of students
 who started high school as ninth-graders. In addition, these analyses are based on
 numbers of students at key points in the pipeline, rather than the more accurate method
 of tracking individual students through the PreK-20 education system.
- The study reveals that we don't know much about what happened to 73% of the students
 who started as ninth-graders in 2001-2002. Many could have moved to other states,
 moved around in New Mexico or dropped out. Many could have earned their GED. Many
 could have graduated and attended college outside New Mexico, joined the military, or
 entered the workforce.
- The study also reveals that we don't yet have clear data about how many public high school graduates who attend New Mexico colleges finish programs or earn their degrees.
- This study emphasizes the importance of the PED's unique student ID, using a cohort approach to graduation, and the PreK-20 data system envisioned in SB-211.

What Happens If We Take A Larger Perspective Of The PreK-20 System And Examine
The Relationship Between School Performance On The New Mexico Standards-Based Assessment and College Remediation Rates?

An Exploratory Analysis

- Is there an alignment between the expectations of proficiency on the New Mexico academic standards and expectations of readiness at New Mexico institutions of higher education?
- Data from 100 public high schools was examined to determine the relationship between school performance in reading and math on the New Mexico Standards Based Assessment (NMSBA) in 2005 and remediation rates in 2006.
- Correlation and linear regression analyses were conducted.

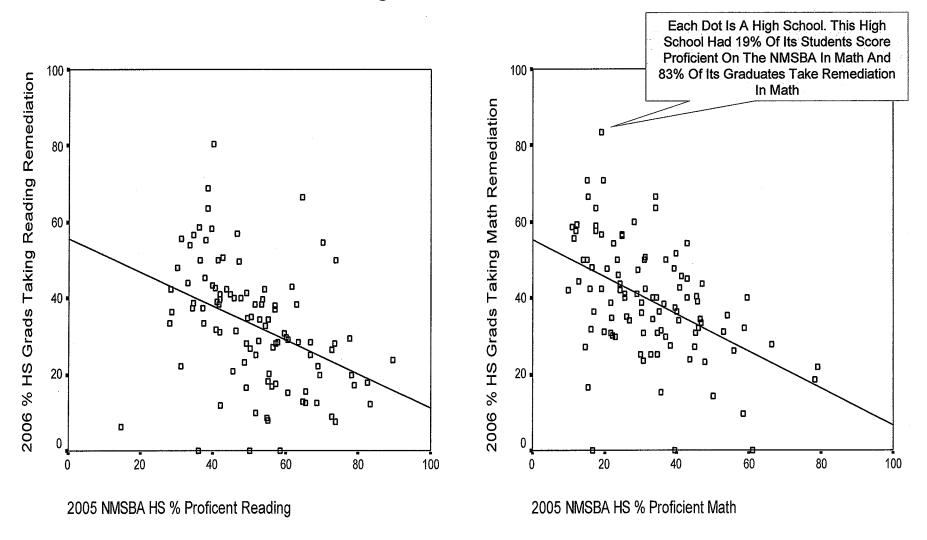
Correlation Analysis

	2005 NMSBA Percent Proficient Math	2006 NMSBA Percent Proficient Math	2005 NMSBA Percent Proficient Reading	2006 NMSBA Percent Proficient Reading
2006 % of Grads Taking Remediation: Math	472	522		
2006 % of Grads Taking Remediation: Reading			398	517

These data reveal significant (p<.01) correlations between NMSBA performance in reading and math in 2005 and 2006 and subsequent remediation rates in 2006. This means that, overall, as the percentage of high school students meeting proficiency on the NMSBA increases, the percentage of high school graduates requiring remediation in college decreases.

27

Comparisons of The Percentage of Students Meeting Proficiency on the NMSBA in 2005 and Percentage of Graduates Requiring Remediation In Reading and Math in 2006.



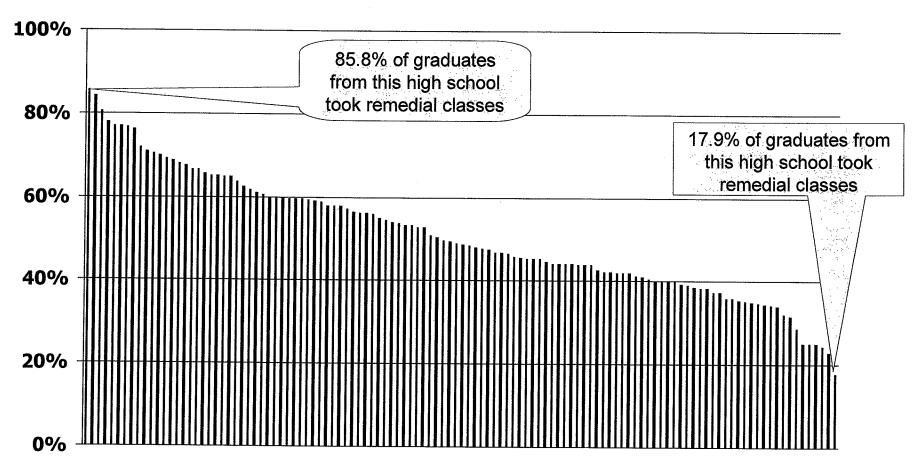
What Does This Analysis Of The Relationship Between Performance On The NMSBA And College Readiness Tell Us?

- This exploratory study reveals significant relationships between NMSBA proficiency rates and higher education remediation rates. This is good news and indicates an alignment between New Mexico's expectations of high school proficiency and higher education entrance expectations.
- This study was conducted using the schools as the unit of measure. More powerful studies should be conducted at the student level and will be possible as New Mexico's PreK-20 data system is further implemented.
- These data suggest that high schools should continue to work towards the goal of having all students reach proficiency on state academic standards, and that colleges should focus on ensuring that placement tests are consistent and valid across institutions.

A Closer Look At The Remediation Rates of New Mexico's Public High School Graduates

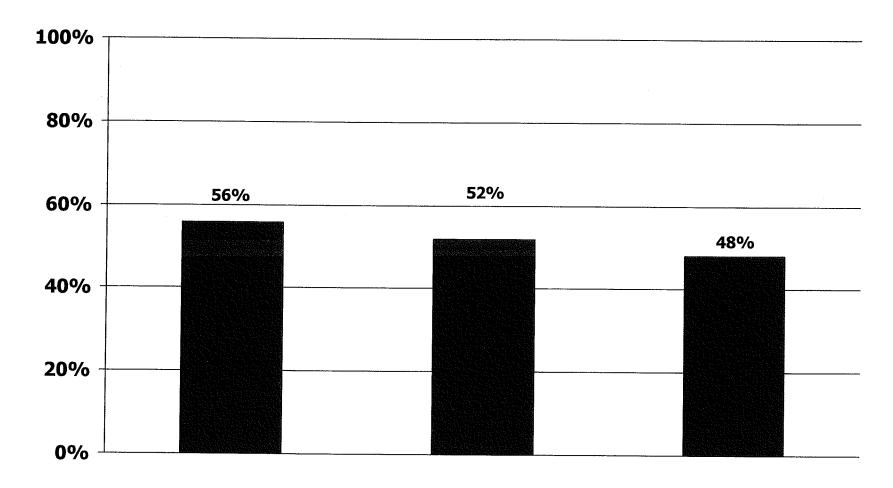
Percent of Public High School Graduates Taking Literacy And/Or Numeracy Courses In College By High School

(n = 115; Average 2000-2006)



New Mexico's Public High Schools Ranked From High To Low Percentages

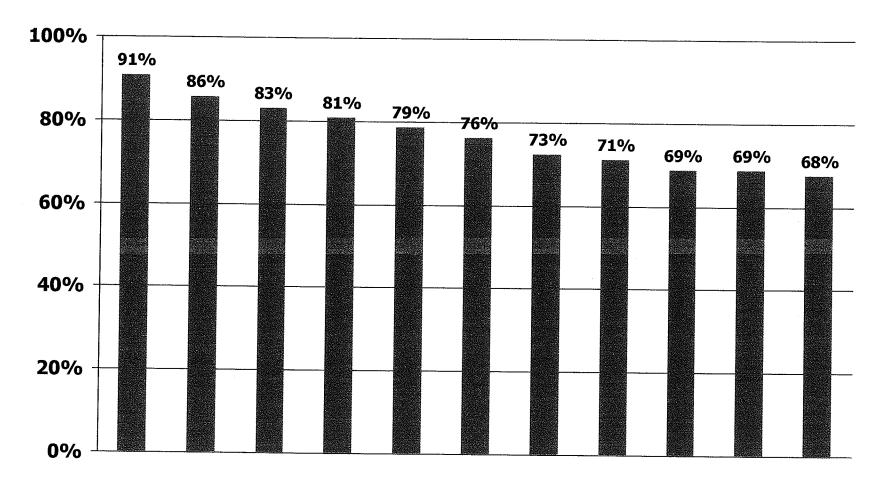
Percent of New Mexico Public Charter High School Graduates Taking Literacy And/Or Numeracy Courses In College By High School (n = 3; Average 2000-2006)



New Mexico's Public Charter High Schools Ranked From High To Low Percentages

Percent of New Mexico Public Alternative High School Graduates Taking Literacy And/Or Numeracy Courses In College By High School

(n = 11; Average 2000-2006)



New Mexico's Public Alternative High Schools Ranked From High To Low Percentages

33

Baseline & Trend Data For High Schools Are Included In The Appendix

How Might We Best Use These Remediation Data?

By Implementing Current Legislative and Policy Reforms

By Demonstrating Trends As An Important Measure Of Our Progress

By Using State Data To Inform And Refine Policies to Smooth the Student Transition Between High School and College

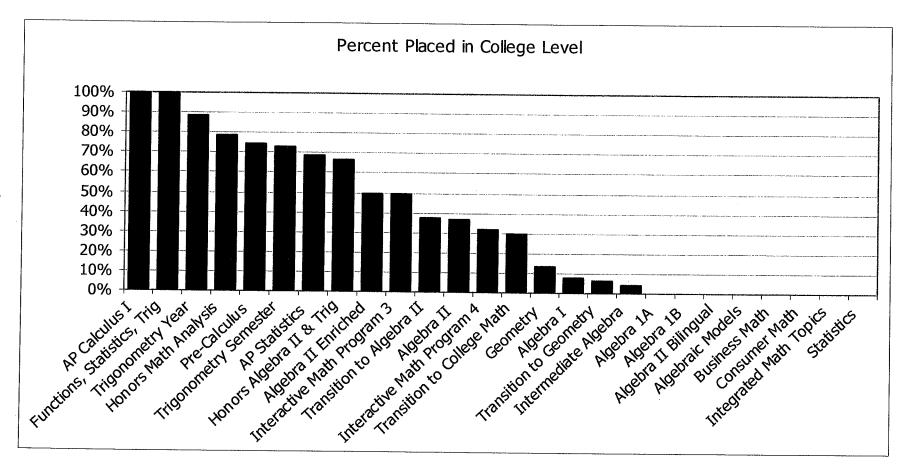
And

By Using These Data To Inform And Support The Vital Conversations Among High Schools and Higher Education Throughout New Mexico

The Albuquerque Public Schools & Central New Mexico Community College Study Of High School Course Taking Patterns

- In Fall of 2006, APS & CNM conducted a study of 4,427 APS students who were placed in either developmental or college-level courses at CNM from 2001 to 2005.
- Overall, 44% of APS graduates test into developmental courses compared to a statewide average of 49%.
- Students taking a high school math class beyond Algebra II, and particularly those taking that math course during their senior year, were much more likely to test into college-level math.
- APS graduates enrolled at CNM and testing into developmental courses are more likely to be Hispanic and female.

First-Time Recent APS Graduates Placement When Highest Level of Math Taken In Senior Year APS Graduates Between 2001 and 2005 Enrolled at CNM



Source: Course-Taking Pattern of APS Graduates Attending CNM - A Joint Research Project of Albuquerque Public Schools and Central New Mexico Community College – Fall, 2006

HED & PED Alignment Task Force

- HED staff compiled a matrix of cut scores used by NM colleges and universities for college placement into Math 1113 and English 1113. These two courses are in the New Mexico general education common core adopted by all public postsecondary institutions in the state.
- HED/PED Alignment Task Force found that that New Mexico's universities and community colleges use a variety of tests and cut-off scores to determine which students need remediation.
- The Public School Reforms Act (HB-212) calls for high school curricula and end-ofcourse tests to be aligned with college placement tests. The fact that placement cutoff scores vary among colleges makes it more difficult to accomplish this legislatively mandated alignment.
- Higher education institutions must work together to clarify their expectations about the placement tests they use to determine if they place students in remedial courses. The HED/PED Alignment Task Force has convened monthly meetings of faculty and administrators to present their use of cut scores and student placement success.

The CNM & APS Study And The HED & PED Alignment Task Force Matrix Study Are Important Examples Of The Vital Conversations That Can Take Place Between High Schools And Higher Education

How Can We Support And Extend Those Conversations?

Some Questions To Get the Conversations Going

- Who are the key partners in high schools and colleges who need to be at the table?
- Where do we want to be in 2 years, 3 years, 4 years?
- What resources do we need to address the challenges of students who graduate from high school but are not ready for college?
- What can we learn from other high schools and college partnerships across New Mexico? Around the country?
- What are the course-taking patterns of high school graduates who need remediation? What about those students who don't need remediation?

Some More Questions To Get the Conversations Going

- What kinds of support do teachers need to ensure that students are successful in more rigorous courses that will better prepare students for college?
- How can we strengthen the relationships between teachers and counselors in high school and faculty and counselors in college?
- How we can we best engage students to take challenging courses throughout high school to prepare them for college?
- Other?

What Can The State Do To Address Remediation and Alignment Policy Needs?

- Make meaningful remediation data accessible.
- Assist with data analyses.
- Present the data in ways that can be easily interpreted and used.
- Work with district data personnel to facilitate the process of data collection (i.e. identifying course taking patterns).
- Garner resources so that school districts and colleges and universities can use the remediation data to best support students (i.e. facilitators, models for formalized partnerships, exchanges of practice and programs).
- Other?

What Are Some Of The Policy Questions Facing The State?

- How do we engage business, education and community constituencies in the education alignment policy process?
- How do we develop and sustain a process for continued alignment as we learn how to better prepare students for college & careers?
- How do we extend and sustain the policy processes established by the HED/PED Alignment Task Force?
- How do we focus our policy agenda for the next two years?
- What resources do we need to address the challenges of students who graduate from high school unprepared for college and careers?
- What can we learn from other states?

Conclusions

- The percentage of high school graduates who take remedial courses in college continues to remain around 49%.
- New Mexico has taken a number of important steps to redesign high schools and ensure that graduates are more prepared for college and/or the workplace. We need to be sure that these initiatives are given the time and resources to be successful.
- In particular, we need to focus our attention and resources on increasing:
 - Students' academic performance,
 - Rigor of high school courses,
 - Effectiveness of counseling and other support systems,
 - Fairness and accuracy of college placement tests, and
 - Standards that students will need to meet if they are to succeed college courses.

Conclusions (Continued)

- New Mexico efforts to implement an effective PreK-20 accountability system are beginning to provide us with the data to address important policy questions about student progress through the pipeline and the alignment between public education and higher education.
- We need to find ways to support the vital conversations between high schools and colleges that focus specifically on students' performance, the rigor of high school courses, the effectiveness of counseling and other support systems, the fairness and accuracy of college placement tests, and the standards that students will need to meet if they are to succeed college courses.

For More Information

- The Office Of Education Accountability, New Mexico Department of Finance and Administration
 - Telephone: 505-476-1070
 - http://education.nmdfa.state.nm.us
- New Mexico Higher Education Department
 - Telephone: 505-476-6542
 - http://hed.state.nm.us
- New Mexico Public Education Department
 - Telephone: 505-827-5661
 - http://www.ped.state.nm.us

Baseline & Trend Data For High Schools Included In The Ready For College 2007 Report

Please Note That Data For High Schools With Less Than 10 High School Graduates A Year Has Been Removed To Protect The Confidentiality Of Students.

High Schools Interested In This Data May Contact The Office Of Education Accountability—505-476-1070.

A	В	С	D	Ē	F	G	Н	i i	J	K	L	M	N	0	Р	Q
		200	00	20	001	20	02	20	003	20	04	2005		2006		2000-2006
High School	School Type	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads in Study	% Taking Remedial Classes	Average % Needing Remediation								
3 Public High Schools																
ALAMOGORDO SENIOR HIGH SCHOOL	Public	196	45.9%	173	52.0%	186	50.0%	176	49.4%	171	52.6%	181	49.2%	192	49.5%	49.8%
5 ALBUQUERQUE/HIGHISCHOOL	Public	155	58 1%	134	619%	140	5574%	153	56.9%	154	57.1%	132	50:0%	192	545%	56.5%
6 ANIMAS HIGH SCHOOL	Public	17	64.7%	13	38.5%	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	10	40.0%	11	36.4%	39.3%
7 ARTESIA HIGH SCHOOL	Public	73	37.0%	108	52.8%	95	53.7%	106	57.5%	94	57.4%	106	57.5%	88	53.4%	52.8%
8 AZTEC HIGH SCHOOL	Public	61	42.6%	64	59.4%	66	68.2%	78	52.6%	96	57.3%	80	55.0%	49	51.0%	55.1%
9 BELENSENIOR HIGH SCHOOL	S. Public X	108	50.0%	102	53.9%	122	623%	140	58.6%	1210	664%	138	68.8%	112	59/8%	59.9%
10 BERNALILLO HIGH SCHOOL	Public	34	58.8%	38	65.8%	42	71.4%	39	76.9%	34	52.9%	69	73.9%	46	67.4%	66.7%
11 BLOOMFIELD HIGH SCHOOL	Public	35	45.7%	25	56.0%	63	71.4%	60	55.0%	60	56.7%	71	60.6%	23	60.9%	58.0%
12 CAPITAL HIGH SCHOOL	Public	85	67.1%	80	62.5%	95	70,5%	86	73.3%	64	71.9%	76	68.4%	92	77.2%	70.1%
13 CARITANISISHISCHOOLS	Public	20	4510%	17.	23/5/6	27	481%	314	42.9%		29/4%	17	47/0%	2 11	9.1%	35 0%
14 CARLSBAD HIGH SCHOOL	Public	168	54.2%	136	64.7%	143	65.7%	164	61.0%	178	58.4%	156	55.1%	166	60.2%	59.9%
15 CARRIZOZO HIGH SCHOOL	Public	less than 10	See footnote	less than 10	See footnote	10	20.0%	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	36,0%
16 CENTRAL HIGH SCHOOL	Public	59	76.3%	58	65.5%	- 66	62.1%	81	69.1%	72	70.8%	66	72.7%	44	68.2%	69.3%
17 CIBOLATHIGH SCHOOL	Public	1692	40.8%	228	4319%	265	50.9%	3278	42 1%	326	48.5%	289	394%	341	42.8%	44 1%
18 CIMARRON HIGH SCHOOL	Public	15	33.3%	11	27.3%	less than 10	See footnote	17	64.7%	less than 10	See footnote	less than 10	See footnote	16	37.5%	45.9%
19 CLAYTON HIGH SCHOOL	Public	18	44.4%	13	7.7%	12	16.7%	less than 10	See footnote	16	12.5%	17	35.3%	17	41.2%	28.7%
20 CLIFF SCHOOL	Public	17	52.9%	12	33.3%	13	53.8%	12	25.0%	15	40.0%	13	38.5%	11	36.4%	40.0%
21 GLOUDCROFT HIGH SCHOOL:	Public	24	# A1.7% C	-22	31.8%	18.9	44 4%	22.	22.7%	22	40.9%	20	40.0%	1 - 32	40.6%	37,5%
22 CLOVIS HIGH SCHOOL	Public	147	36.1%	144	42.4%	132	47.7%	144	45,8%	152	57.2%	165	56.4%	143	51.0%	48.1%
23 COBRE HIGH SCHOOL	Public	54	59.3%	46	69.6%	29	44.8%	45	66.7%	43	86.0%	56	64.3%	36	55.6%	63.8%
24 CORONA HIGH SCHOOL	Public	less than 10	See footnote	less than 10	Contract Contract Contract	less than 10	See footnote	less than 10	See footnote	38.3%						
25 CORONADO HIGHISCHOOL	Publica	#10 %	700%	134	46,2%	10	45/5%	(4.d)	63.6%	less than 10	See footnote	1.12	91.7%	135.43	38/5%	58.9%
26 CROWNPOINT HIGH SCHOOL	Public	12	50.0%	12	75,0%	19	68.4%	18	61.1%	21	90.5%	less than 10	See footnote	24	70.8%	72.1%
27 CUBA HIGH SCHOOL	Public	22	50.0%	12	91.7%	14	14.3%	24	54.2%	12	75.0%	27	66.7%	- 11	54.5%	58.0%
28 DEL NORTE HIGH SCHOOL	Public	166	48.2%	142	42.3%	175	52.6%	162	45.1%	130	44.6%	157	52.9%	133	47.4%	47.6%
29 DEMINGHIGH SCHOOL	Public	79	57.0%	782	590%	95,7	40.0%	2990	63.6%	1135	62/8%	2715	60.0%	106	5815%	57,6%
30 DES MOINES HIGH SCHOOL	Public	less than 10	NA .	less than 10	See footnote	less than 10	See footnote		See footnote	less than 10		less than 10	See footnote	less than 10	See footnote	25.1%
31 DEXTER HIGH SCHOOL	Public	18	33.3%	29	72.4%	38	60.5%	40	45.0%	44	81.8%	36	63,9%	35	57.1%	59.2%
32 DORA HIGH SCHOOL	Public	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote		See footnote	less than 10	di San managana kerbina	less than 10	See footnote	less than 10	See footnote	31.6% 71.0%
33 DULGEINDERENDENT SCHOOL	Public	less than 10	Seemoonole	iless than 10	See foothole	12	667%		See footnoti	jessimen 10	and the state of t	less than 10	See footnote	Jessithan (0)		and the second of the second o
34 ELDORADO HIGH SCHOOL	Public	220	23.6%	253	32.8%	253	38.3%	272	32.7%	294	34.7%	266	42.1%	265	34.0%	34.0% 35.2%
35 ELIDA MUNICIPAL HIGH SCHOOL	Public -	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	+	less than 10	See footnote	less than 10		less than 10	See footnote 50.0%	35,2% 48,5%
36 ESCALANTE HIGH SCHOOL	Public	13	53.8%	21	52.4%	10	40.0%	15	46.7%	15	46.7%	16	50.0%	10	50.0%	48,5%

	A	В	С	D	Е	F	G	н	ī	J	К	L	М	N	0	P	Q
1			200	00	20	001	20	02	20	03	20	04	20	05	2006		2000-2006
· ·	High School	School Type	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads in Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads in Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	Average % Needing Remediation
37	ESPANOLA VALLEY HIGH SCHOOL	Public	65	44.6%	777	71.4%	70	62.9%	74	689%	118	65.3%-9	73	68.5%	74	73.0%	64.9%
	ESTANCIA HIGH SCHOOL	Public	11	63,6%	17	64.7%	22	50.0%	11	54.5%	20	55,0%	19	42.1%	28	46.4%	53.8%
	EUNICE HIGH SCHOOL	Public	10	60.0%	19	78.9%	13	61.5%	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	13	53,8%	45,3%
	FARMINGTON HIGH SCHOOL	Public	189	64.0%	134	61.2%	140	59.3%	181	57.5%	184	57.1%	146	56.8%	112	62.5%	59.8%
41	FLOYDIHIGH!SCHOOL	Rubic	leas than 10	See footnote	less than 10	See footnote	1	54.5%	less than 10	See footnote	3 (1)	54.5%	less than 10	See footnote	11.	72.7%	59.5%
	FORT SUMNER HIGH SCHOOL	Public	16	68,8%	12	41.7%	19	52.6%	10	30.0%	less than 10	See footnote	13	30.8%	13	38.5%	44.6%
43	GADSDEN HIGH SCHOOL	Public	109	67,0%	113	64.6%	129	69.0%	144	70.1%	170	60.6%	184	60.3%	179	62.6%	64.9%
44	GALLUP HIGH SCHOOL	Public	94	51.1%	127	57.5%	157	59.2%	158	57.0%	136	48,5%	150	58.0%	153	63.4%	56.4%
45	GODDARD HIGH SCHOOL	Public	57	33.3%	106	33.0%	- 122	49.2%	149	44.3%	118.4	43.1%	144	46.5%	119.	45.4%	742.1%
	GRADY HIGH SCHOOL	Public	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	No Data	No Data	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	17.9%
47	GRANTS HIGH SCHOOL	Public	84	60,7%	73	50.7%	68	60.3%	68	67.6%	69	49.3%	57	52.6%	83	51.8%	56.1%
48	HAGERMAN HIGH SCHOOL	Public	less then 10	See footnote	10	60.0%	14	90.9%	14	78.6%	15	73.3%	12	33.3%	13	53.8%	65.2%
49	HATCHIVALLEY HIGH SCHOOL	Publica	28	60.7%	24	37.5%	26	808%	2316	613%	37	56.8%	44	68.2%	37	62.2%	61.1%
	HIGHLAND HIGH SCHOOL	Public	125	45.6%	143	41.3%	128	56.3%	134	47.0%	123	56.1%	129	51.9%	139	58.3%	50.9%
	HOBBS HIGH SCHOOL	Public	142	62.7%	118	60.2%	145	57.9%	148	45.9%	41	46.3%	39	25.6%	116	42.2%	48.7%
	HONDO HIGH SCHOOL	Public	less than 10	See footnote		See footnote	less than 10	See footnote	84.4%								
53	HOT SPRINGS HIGH SCHOOL	Public	29	48,3%	41	43.9%	22-1	F40.9% C	36	36 1%	48	45.8%	- 24	33.3%	47	511%	42.8%
54	HOUSE MUNICIPAL HIGH SCHOOL	Public	KING CEOPER TENE		less than 10	See footnote	-11	27.3%	less than 10	See footnote	37.4%						
	INDEPENDENCE HIGH SCHOOL	Public	less than 10	Committee (1) 10 (1) 10 (1) 10 (1)	23	82.6%	15	80.0%	21	90.5%	16	75.0%	17	76.5%	11	90.9%	77.9%
	JAL HIGH SCHOOL	Public	less than 10.	See footnote	12	33.3%	less than 10	See footnote	10	40.0%	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	42.1%
	JEMEZ VALLEY HIGH SCHOOL	Public	10	90.0%	V 18	50.0%	132	76.9%	18	77.8%	less than 10	See footnote	less then 10	See faotnote	less than 10	See tootnote	67.7%
_	LA CUEVA HIGH SCHOOL	Public	242	21.9%	214	28.0%	280	23.9%	280	31.1%	266	22.2%	253	26.1%	261	23.0%	25.2%
59	LAGUNA-ACOMA HIGH SCHOOL	Public	18	72.2%	11	54.5%	less than 10	See footnote	16	87.5%	19	63,2%	15	40.0%	-11	63.6%	62.6%
	LAKE ARTHUR HIGH SCHOOL	Public	No Data	No Data	less than 10	See footnote	59.7%										
61	LAS CRUCES HIGH SCHOOL	Public	204	2412%	232	244.4%	239	418%	241	490%	278	457%	259	44.0%	252	417%	44.0%
62	LOGAN HIGH SCHOOL	Public	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See faotnote	34.6%
63	LORDSBURG HIGH SCHOOL	Public	less than 10	See footnote	 	See footnote	15	86.7%	less than 10	See footnote	less than 10	See footnote	10	80.0%	16	50.0%	57.9%
64	LOS ALAMOS HIGH SCHOOL	Public	95	31.6%	110	20.0%	106	26.4%	118	23.7%	125	21.6%	102	21.6%	129	31.0%	25.1%
65	TOSILUNAS/HIGH SOHOOL	Ривіс	177	52.0%	7-1-1-1-1	44.4%	190	553%	ta 169	55 0%	908	537%	(190	46.3%	233	47.6%	50,6%
66	LOVING HIGH SCHOOL	Public	13	76,9%	20	60.0%	13	76.9%	20	65.0%	15	93.3%	18	83,3%	16	81.3%	76.7%
67	LOVINGTON HIGH SCHOOL	Public	59	49.2%	67	43,3%	67	47.8%	49	28.6%	24	45.8%	13	30.8%	34	50.0%	42.2%

	A	В	С	D	E	F	G	Н	l I	J	К	L.	M	N	0	Р	Q
1			2000		2001		20	02	20	003	20	2004		2005		06	2000-2006
,	High School	School Type	N of HS Grads In Study	% Taking Remedial Classes		% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	Average % Needing Remediation								
68	MAGDALENA HIGH SCHOOL	Public	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	10	30.0%	less than 10	See footnote	13	30.8%	16	37.5%	44.2%
69	MANZANO HIGHISCHOOL	Public	232	36.6%	217	8138-2%	203	38.9%	202	46.0%	184	40.8%	206	44.7%	.200	.48.5%	42.0%
70	MAXWELL HIGH SCHOOL	Public	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	No Data	No Data	39.2%
71	MAYFIELD HIGH SCHOOL	Public	230	41.7%	189	48.1%	239	46.9%	277	44.8%	270	39.3%	274	44.9%	279	43.0%	44.1%
72	MELROSE HIGH SCHOOL	Public	less than 10	See footnote	11	45.5%	10	70.0%	less than 10	See footnote	10	60.0%	less than 10	See footnote	less then 10	See footnote	49.0%
73	MESA VISTA HIGH SCHOOL	a Public	26	61.5%	14	57.1%	-417	47/1%	22	81.8%	25	52.0%	20	70.0%	22	86 4%	65.1%
74	MORA HIGH SCHOOL	Public	25	20.0%	18	5.6%	31	25.8%	30	60.0%	16	43.8%	18	66.7%	27	59.3%	40.2%
75	MORIARTY HIGH SCHOOL	Public	114	36.8%	120	35.8%	132	38.6%	146	37.7%	121	38,8%	124	47.6%	119	32,8%	38.3%
76	MOSQUERO MUNICIPAL HIGH SCHOOL	Public	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	less than 10	See footnote	less than 10	See footnote	53.4%
77	MOUNTAINAIR HIGH SCHOOL	Public	less than 10	See foolnote	less than 10	See footnote	10	505%	13	69.2%	11574.0	66.7%	less than 10	See footnote	less than 10	See footnote	61.8%
78	NAVAJO PINE HIGH SCHOOL	Public	less than 10	See footnote	10	90,0%	less than 10	See footnote	77.1%								
79	NEWCOMB HIGH SCHOOL	Public	less than 10	See footnote	less than 10	See footnote	13	84.6%	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	12	75.0%	80.7%
80	ONATE HIGH SCHOOL	Public	164	41.5%	123	41.5%	154	42.9%	149	51.7%	169	55.6%	176	47.7%	151	47.7%	46.9%
81	PECOS HIGH SCHOOL	Public	23	52.2%	14	78.6%	20	35.0%	- 13 -	69:2%	16	25.0%	24	20.8%	18	38.9%	, 45 7%
82	PEIDRA VISTA HIGH SCHOOL	Public	20	30.0%	29	13.8%	29	24.1%	31	22.6%	122	50,8%	120	48.3%	73	54.8%	34.9%
83	PENASCO JR-SR HIGH SCHOOL	Public	19	47.4%	24	37.5%	less than 10	See footnote	20	45.0%	16	50.0%	25	44.0%	26	50.0%	45.5%
84	POJOAQUE HIGH SCHOOL	Public	47	57.4%	68	51.5%	70	64.3%	79	64.6%	64	59.4%	72	61.1%	73	57.5%	59.4%
85	PORTALES HIGHISCHOOL	Public	65	-50.8%	70	44.3%	52	55.8%	62	58:1%	76	M555376	80	56.3%	90	758'9%	542%
86	QUEMADO HIGH SCHOOL	Public	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	10	30.0%	24.5%
87	QUESTA HIGH SCHOOL	Public	12	66.7%	18	61.1%	13	38.5%	14	57.1%	15	66.7%	13	53.8%	22	50.0%	56.3%
88	RAMAH HIGH SCHOOL	Public	less than 10	See footnote	less than 10	See footnote	12	75.0%	17	58.8%	14	35,7%	12	83.3%	less than 10	See footnote	54.6%
89	RATONHIGHISCHOOL	Public	23	17/49/6	23	26.1%	7.	47 1%	21	771/4%	230	394%	28, 44, 28	346%	32.37	351%	387%
90	RESERVE HIGH SCHOOL	Public	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	117	less than 10	See footnote	less than 10	See footnote	44.2%
91	RIO GRANDE HIGH SCHOOL	Public	140	59.3%	132	76.5%	106	67.9%	106	58.5%	122	73.0%	117	66.7%	97	64.9%	66.7%
92	RIO RANCHO HIGH SCHOOL	Public	168	28.6%	223	32.3%	273	41.0%	320	43.1%	370	45.1%	383	44.4%	374	46.8%	40.2%
	ROBERTSONIHIGHISCHOOL	Publice	525	1315%	576	7.0%	92.0	43,5%	67	43/3%	84	42.9%	78.7	603%	93	37.6%	35.4%
_	ROSWELL HIGH SCHOOL	Public	54	33.3%	97	62.9%	97	63.9%	125	66.4%	102	60.8%	133	68,4%	117	62.4%	59.7%
	ROY HIGH SCHOOL	Public	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	40.7%

	A	В	С	D	E	F	G	Н	1	J	К	L	M	N	0	P	Q
1			2000		20	001	2002		20	003	2004		2005		2006		2000-2006
2	High School	School	N of HS Grads In Study	% Taking Remedial Classes	Average % Needing Remediation												
96	RUIDOSO HIGH SCHOOL	Public	54	51.9%	44	36.4%	43	55.8%	64	50.0%	58	27.6%	67	31.3%	. 80	33.8%	41.0%
97	SAN JON HIGH SCHOOL	Public	less than:10	See footnote	less than 10	See footnote:	less than 10	See footnote	less than 107	See footnote	414%						
98	SANDIA HIGH SCHOOL	Public	224	37.9%	189	34.4%	225	33.8%	230	35.2%	244	32.0%	279	35,8%	263	31.9%	34.4%
99	SANTA FE HIGH SCHOOL	Public	162	49.4%	137	52.6%	152	50.0%	198	52.5%	128	54.7%	126	54.0%	161	57.8%	53.0%
100	SANTA ROSA HIGH SCHOOL	Public	13	23.1%	18	16.7%	27	63.0%	24	45.8%	24	54.2%	23	47.8%	23	56.5%	43.9%
101	SANTA TERESA HIGHISCHOOL	Public	59	74.6%	61	78/7%	50, 77	72.0%	72	-77.8%	55	74-5%	69	53.6%	67	62.7%	70.6%
102	SHIPROCK HIGH SCHOOL	Public	41	75.6%	28	75.0%	36	77.8%	38	73,7%	64	74.1%	45	77.8%	41	85.4%	77.0%
103	SILVER HIGH SCHOOL	Public	85	42.4%	86	47.7%	91	49.5%	105	51.4%	92	47.8%	86	43.0%	118	35.6%	45,3%
104	SOCORRO HIGH SCHOOL	Public	44	52.3%	40	32.5%	34	44.1%	50	26.0%	53	34.0%	51	29.4%	62	33.9%	36.0%
105	SPRINGER HIGH SCHOOL	Public	less than 10	See footnote	less than 10	See footnote:	less than 10	See footnote	less than 10	See footnote	10	40.0%	less than 10	See footnote	less than 10	See footnote	47,8%
106	TAOS HIGH SCHOOL	Public	69	42.0%	64	46.9%	62	35.5%	62	38.7%	79	58.2%	65	43,1%	67	62.7%	46.7%
107	TATUM HIGH SCHOOL	Public	10	60.0%	12	41.7%	less than 10	See footnote	40.0%								
108	TEXICO HIGH SCHOOL	Public	10	10.0%	11	54.5%	less than 10	See footnote			11	63.6%	19	47.4%	21	33.3%	42.3%
109	THOREAU HIGH SCHOOL	Public	22	59.1%	16	43.8%	less than 10	See footnote	17	58.8%	25	56.0%	19	68:4%	12	91.7%	59.7%
110	TOHATCHI HIGH SCHOOL	Public	16	68.8%	10	90.0%	32	65.6%	25	84.0%	24	87.5%	26	73.1%	26	65.4%	76.3%
111	TUCUMCARI HIGH SCHOOL	Public	38	60.0%	27	29.6%	-32	40.6%	20	60.0%	30	63,3%	30	30.0%	32	34.4%	44.0%
112	TULAROSA HIGH SCHOOL	Public	18	72.2%	41	53.7%	34	44.1%	26	57.7%	29	82.8%	24	62.5%	29	51.7%	60.7%
113	VALLEY/HIGH SCHOOL	Public	241	473%	191	55.5%	208	50.0%	207	517%	190	48.9%	207	47.8%	160	44.4%	49.4%
114	VAUGHN HIGH SCHOOL	Public	less than 10	See footnote	less than 10		less than 10	See footnote	less than 10	See footnote	32.1%						
115	WAGON MOUND HIGH SCHOOL	Public	less than 10	See footnote	less than 10		less than 10	See footnote	less than 10	See footnote	22,9%						
116	WEST LAS VEGAS HIGH SCHOOL	Public	50	10,0%	34	29.4%	73	46.6%	66	68,2%	49	63.3%	53	56.6%	67	53.7%	46.8%
117	WEST MESA-HIGH SOHOOL	Public	176	64.2%	129	65.1%	153.	66.7%	151	563%	136	69.9%	154	74.0%	170	64 1%	85.7%
118	ZUNI HIGH SCHOOL	Public	15	66.7%	29	65.5%	11	63.6%	18	72.2%	28	64.3%	28	75,0%	27	70.4%	68,2%
119	Public Alternative High									8.35							
120	ACADEMY DEL SOL	Alternative	No Data	No Data	less than 10	See footnote	10	40.0%	less than 10	See footnote	71.3%						
121	ALBUQUERQUE EVE HIGH SCHOOL	Alternative	less than 10	See footnote	less than 10	TANK TO THE PARTY OF THE	less than 10	See footnote	less than 10	See footnote	67.6%						
122	BROAD HORIZONS HIGH SCHOOL	Alternative	less than 10	See footnote	80.8%												
123	EREEDOM HIGHISOHOOL	Alternative:	22	2727%	28	67/9%	17.	52.9%	32.5	71,9%	28	82 1%	17.	76.5%	12	58.3%	68.9%
124	GALLUP CENTRAL HIGH SCHOOL	Alternative	less than 10	See footnote	12	58.3%	less than 10	See footnote	less than 10	See footnote			less than 10		less than 10	See footnote	68.9%
125	NEW FUTURES HIGH SCHOOL	Atternative	16	93.8%	14	85.7%	11	72.7%	12	91.7%	24	79.2%	18	77.8%	11	81.8%	83,2%

	Α	В	o	D	E	F	G	Н	<u> </u>	<u> </u>	K		IVI	I N			<u> </u>
			2000		2001		2002		2003		2004		2005		2006		2000-2006
,	High School	School Type	N of HS Grads In Study	% Taking Remedial Classes	3	% Taking Remediai Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads In Study	% Taking Remedial Classes	N of HS Grads in Study	% Taking Remedial Classes	Average % Needing Remediation
126	ROCINANTE HIGH SCHOOL	Alternative	No Data	No Data	No Data	No Data	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	78,7%
		Atternative:	112		less than 10	See footnote	11	63.6%	less than 10	See footnote	3.511	45.5%	9 (11)	90.9%	less than 10	See footnote	72.5%
	SCHOOL ON WHEELS	Alternative	less than 10			See footnote				100.0%		See footnote	less than 10	See footnote	less than 10	See footnote	90.8%
-	SIERRA ALTERNATIVE HIGH SCHOOL	Alternative				See footnote	Committee to be a second or an analysis of			See footnote	less than 10	See footnote	No Data	No Data	less than 10	See footnote	76.4%
1.00	UNIVERSITY HIGH SCHOOL	Alternative	No Data	No Data	12	100.0%	15	66.7%	13	84.6%	18	77.8%	10	100.0%	14	85.7%	85.8%
	Rublic Charter/High																
_	Lming Community Chrter School	Charter	No Data	No Data	No Data	No Data	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	less than 10	See footnote	55.7%
	South Valley Academy	Charter	No Data	No Data	No Data	No Data	No Data	No Data	No Data	No Data	13	69.2%	less than 10	See footnote	less than 10	See footnote	48.1%
-	Southwest Secondary Learning C	Charter	No Data	No Data	No Data	No Data	less than 10	See footnote	less than 10	See footnote	12	25.0%	13	46.2%	15	46.7%	51.9%
	Other																2 2 2 2 E
	Foreign High School	3400000	43	23.3%	36	25.0%	41	31.7%	40	32.5%	44	20.5%	52	17.3%	38	13.2%	23,3%
	GED	<u> </u>	174	66.1%	254	69.7%	179	74.3%	223	59.6%	209	67.5%	203	62.1%	165	63.6%	66.1%
_	Out of State High Schools		1019	28.4%	1154	28.9%	1204	27.7%	1313	32.2%	1350	30.6%	1182	28.2%	1282	33.4%	29.9%
139																	
140	Note: Data for high schools with less than a year has been removed to protect the constudents.											·					